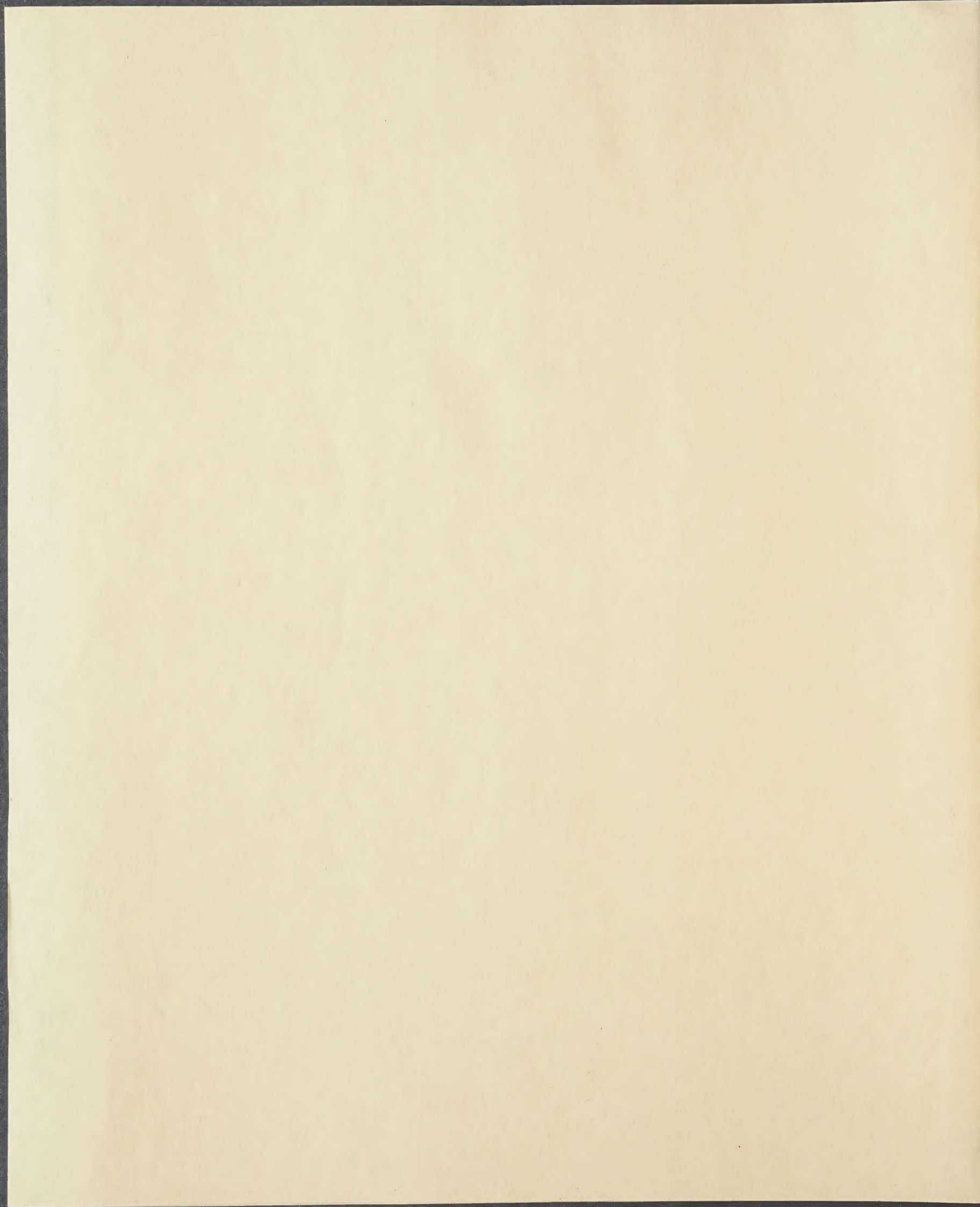


Maturation Board

1915-1916

(05)



Ontario Department of Education

The War and the Schools

ANNOUNCEMENT BY THE DEPARTMENT OF EDUCATION
AND THE UNIVERSITIES

*Re the Courses and Examinations in History
and Geography*

FOR

The School Year of 1915-1916

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



TORONTO:

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1915.

The War and the Schools

In an announcement of November, 1914, the Minister of Education drew the attention of the teachers of the Province to their responsibilities in connection with the momentous War in which Britain and her allies are still engaged, and directed them to teach "its causes and the interests at stake as well as the relations thereto of the different nations directly or indirectly concerned" as part of the Course of Study in history for every pupil in every school of the Province so far as they can be intelligently taken up in the different grades. The Minister now acknowledges with pleasure the zeal with which the teachers have accepted their new responsibilities. In the schools they have taught the War. Outside the schools they have organized and collected patriotic and Red Cross funds, provided comforts for the troops, assisted the recruiting sergeants, and where conditions permitted it, even volunteered for service. Nor have they failed, in the schools or outside, to make clear the truth that "while each of the Overseas Dominions is mistress in her own house, her welfare is bound up with that of the British Islands and that she owes loyal and filial service to the Mother of Nations".

The War has now entered upon its second year and the schools have entered upon their second session since the War began, and the Minister is confident that the teachers of Ontario will accept their responsibilities during the second session with the same devotion as they exhibited during the first. It will again be one of their duties to teach the War, as set forth in this Circular, to all the pupils of all the schools. As the War continues and events crowd upon one another, this duty becomes more difficult of fulfilment. To assist the teachers, the Minister has, accordingly, prepared the following outlines, which, however, are to be regarded as suggestive only:

OUTLINES

I. THE REMOTE CAUSES OF THE WAR

(a) *A Brief Study of the Geographical Background:*

The British Empire, its parts and their situation; essentially a maritime Power.

Germany's situation with regard to Russia and France, and to ocean outlets for trade.

Germany's increase in industry and trade with her need of new markets and her desire for colonial possessions.

Distribution of races and nationalities in Europe, especially of the Slavs, Germans, Italians, and French.

Forms of government, economic conditions of the nations at war.

(b) *A Brief Study of the Historical Background:*

The rise of the Balkan States, the Balkan Wars of 1912-13, Russia's relations to the Balkan States.

The rise of Prussia since 1805, the war with Denmark, the war with Austria, the Franco-Prussian War, the German Empire and the dominance of Prussian ideals, the growth of the German Colonial Empire.

The recovery of France after 1870, French colonial expansion.

The Triple Alliance and the Triple Entente, the growth of armies and navies in Europe.

II. THE IMMEDIATE CAUSES OF THE WAR

Austria's attitude toward Serbia after the assassination of Archduke Ferdinand; Germany's responsibility for instigating Austria's attitude and for refusing all compromises.

Attempts of Britain, France, Italy, and Russia to preserve peace.

Claims of Belgium against violation of her neutrality; attitude of various parties toward agreement for her neutrality.

Germany's explanations of her violation of Belgium's neutrality.

III. THE WAR

(a) *A Brief Study of the Method of Conducting the War:*

The army with its various arms of service, the equipment and uses of each in the War.

The navy with its various types of war vessels, the uses and equipment of each.

(b) *A Brief Account of the Events of the War:*

NOTE: The list given below ends with September, 1915. Teachers may use it as a guide in making their selections from the events of the War thereafter.

Western Front:

Advance of Germans through Luxemburg and Belgium toward Paris, battle of the Marne, German retreat to the Aisne, fall of Antwerp and conquest of Belgium, attempts to break through to Calais, long-drawn-out war of the trenches.

Eastern Front:

Russian invasions of East Prussia, Galicia, and Bukowina; Austro-German invasions of Courland and Poland, retreat of Russians, fall of Warsaw.

The Balkans and Western Asia:

Invasions of Serbia, campaigns in the Caucasus, in Persia, in the valley of the Tigris and Euphrates and near the Suez Canal, the struggle at the Dardanelles.

Austro-Italian Front:

Italian invasion of Austria.

Colonial Front:

Capture of German colonies in the South Pacific by the British, in Africa by the British and French, in Asia by the Japanese and British.

The Naval War:

Engagements in the North Sea, off Coronel, near the Falkland Islands, at the Dardanelles; the hunting down of commerce destroyers; submarine warfare; the blockade of Germany and Austria by the allied fleets.

IV: THE OVERSEAS DOMINIONS AND THE WAR

India's share in the War.

Unanimous response of the Overseas Dominions; the part played by Australia and New Zealand in the South Pacific, in Egypt and at the Dardanelles; the work of Botha in South Africa; Canada's volunteer army, its training, its transportation to Europe, its share in the War.

MODIFICATION OF OUTLINES

As already stated, the outlines given above are only suggestive, and they must be modified to suit the average age and maturity of the grade concerned. To assist the teachers in making these modifications the Minister recommends as follows:

(a) The Continuation and High Schools, and the Collegiate Institutes

The outlines have been prepared to meet primarily the needs of the Upper School. While, accordingly, a general adherence thereto is recommended for this grade, it is suggested that stress be placed upon the Remote and the Immediate Causes of the War, particularly with the classes in Modern History (Second Course). With the same general adherence to the outlines but with modifications to suit the age and standards of the pupils, the stress in the Middle School might be placed upon the Immediate Causes of the War and upon the share therein of the British Islands and the Overseas Dominions, and the stress in the Lower School upon the share of the British Islands and the Overseas Dominions in the War and upon such geographical topics as it has made especially significant.

(b) The Public and Separate Schools

The comments made above upon the instruction in the Lower School of the High Schools apply equally to the instruction in Form V of the Public and Separate Schools. In Form IV, the outlines must, of course, be greatly modified and reduced. In it, the Remote Causes of the War will call for little attention, as also the significance of geographical and economic features. Pupils of this Form will exhibit interest in the events of the War and in the methods of conducting it. Their attention should be directed, in particular, to Canada's share in the struggle.

In the Forms below Form IV, the outlines must be abandoned. In Forms I and II, the teacher should content himself with stories and the reproduction of stories of persons, places, and peoples made prominent by the War. In Form III, he should add to such stories accounts of great events from the current history of the War, and readings from "The Children's Story of the War". In these Forms, as in Form IV, the instruction should be made concrete by

oral composition, with pictures and maps from journals and papers, with models of boats, aeroplanes, etc., from the manual training department, and with visits, where practicable, to training grounds, model camps, aircraft exhibitions, etc.

EXAMINATIONS

DEPARTMENTAL

As in 1914, the Minister now directs that an adequate knowledge of such topics from the history of the War as may be suitable for study in each school grade be required as one of the tests for promotion. And he, again, announces to all candidates concerned that, at the Departmental examinations of 1916, at least one and not more than two full questions upon the War will be asked in each examination paper in history, of the character indicated by the foregoing outlines and recommendations, except in the paper on Ancient History. He also announces that, with due regard for the grade of each examination, geographical features, such as cities, islands, mountains, waterways, trade routes, made especially significant in the War, may form the subjects of questions in the Departmental examination papers in geography, provided that in each case such geographical features come within the scope of the regular curriculum in geography.

UNIVERSITY MATRICULATION

On behalf of the Universities represented on the Matriculation Board, the Minister also announces that, at the pass and honour Junior Matriculation examinations of 1916, at least one and not more than two full optional questions upon the War will be set in each examination paper in history, of the character indicated by the foregoing outlines and recommendations, except in the paper on Ancient History. As already intimated, however, the additions to the school courses are prescribed by the Minister as obligatory on candidates for University Matriculation as well as on the other pupils of the schools.

TEXT-BOOK AND REFERENCE LIBRARIES

The Department has prescribed "The Children's Story of the War" for use in Forms III, IV, and V of the Public and Separate Schools and in the Lower School of the High and Continuation Schools and Collegiate Institutes.

For Reference Libraries, it is recommended that selections be made from the following list of Periodicals, Books, and Pamphlets:

I. PERIODICALS

The School.....A magazine published by the Faculty of Education,
Toronto annual subscription \$1.25

This magazine has made a feature of war topics since March, 1915, and will continue to publish monthly throughout the school year, for the use of the teachers of the Province, articles upon the topics of the Outlines given above, upon the current events of the War, and upon the sources and uses of material, such as war maps, war diaries, pictures, etc.

The Round Table.....A Quarterly Review of the Politics of the British
EmpireThe Macmillan Co., TorontoAnnual subscription....\$2.50

II. BOOKS

- The Origins of the War.....J. Holland Rose, Cambridge University Press, (J. M. Dent & Sons, Toronto), 1915; cloth 50c., paper..... 30c.
 * The author traces clearly the course of the political developments out of which the war arose.
- The War and Democracy....Seton-Watson, and Others, The Macmillan Co., 50c.
 A stimulating, suggestive, and thorough inquiry into the underlying causes and issues of the war.
 In the above two books will be found an adequate treatment of the causes of the war, Rose's being the simpler.
- Why We are at War: Great Britain's Case by the Members of the Oxford Faculty of Modern History. Third edition revised.....Oxford University Press, boards, 85c.
 Valuable for reference on account of the official documents of the principal nations.
- The Statesman's Year Book, 1915The Macmillan Co., \$3.50
 Invaluable for general reference.
- Nationality and the WarArnold J. Toynbee,
 J. M. Dent & Sons, 1915, \$2.25
 Seven maps. A courageous attempt to think out what the reconstruction of the map of Europe on the basis of nationality would really mean—always assuming that eventually the Allies will win. It is a careful study in historical and political geography and, though few will agree with all the views expressed, it provides a valuable basis for discussion.
- The Political Economy of War.....F. W. Hirst,
 J. M. Dent & Sons, 1915, \$1.50
 A critical examination of the economic causes and consequences of war in general, and a forecast of the cost and probable consequences of the present war by the Editor of *The Economist*.
- The German Tragedy and Its Meaning for Canada, President R. A. Falconer, University of TorontoUniversity of Toronto Press, 1915, 50c.
- The British EmpireSir C. P. Lucas,
 The Macmillan Co., 1915, 50c.
- A General Sketch of the European WarHilaire Belloc,
 Nelson & Sons, Toronto, 1915, \$1.50
 An illuminating account of the problems and events of the first phase of the war by a leading military critic.
- Map Book of the War.....Nelson & Sons, 1915, 25c.
 Fifty-six maps and a diary of the War.
- How Armies Fight By "Ubique,"
 Nelson & Sons, 1915, 1s.
 Probably the best popular description of the organization of a modern army and its operations in the field.
- The British Army from WithinE. Charles Vivian,
 Hodder & Stoughton, Toronto, 75c.
- The British Navy from Within By "Ex-Royal Navy,"
 Hodder & Stoughton, 75c.

III. PAMPHLETS

- Diplomatic Documents relating to the Outbreak of the European War....
T. Fisher Unwin, London, W.C., 1s.
- The Blue Book, May, 1915.
- The European WarThe King's Printer, Ottawa
Despatches between the British Government and Ambassadors.
- Who Caused the War: A Study of the Diplomatic Negotiations leading to
the WarProfessor E. J. Kylie, University of Toronto.....
Oxford University Press, Toronto, 10c.
- An analysis of the documents with a running commentary on events.
- German Politics and British Politics.....Professor James Cappon,
Queen's University, Kingston The Jackson Press Co., Kingston, 10c.
- A re-print from Current Events of the Queen's University Quarterly.
- The War Spirit of Germany.....Professor George M. Wrong,
University of Toronto Oxford University Press, Toronto, 10c.
- Oxford PamphletsOxford University Press, Toronto.
- A number of paper-bound pamphlets, from 12 to 40 pages each, have been
published separately at from a penny to eightpence. Many of these are also
bound in series of five pamphlets, stiff covers, at 35c. each. The following
will be found specially helpful:
- No. II, 1914. The Germans, their Empire, and how they have made it—
Fletcher; The Germans, their Empire and what they covet—Fletcher;
Might is Right—Raleigh; Austrian Policy since 1867—Beaven;
Italian Policy since 1870—Feiling..... 35c.
- No. III. French Policy since 1871—Morgan and Davis; Russia, the Psy-
chology of a Nation—Vinogradoff; Germany and "The Fear of
Russia"—Chirol; Serbia and the Serbs—Chirol; The Eastern Ques-
tion—Urquhart 35c.
- No. IX. What Europe Owes to Belgium—Davis; Poland, Prussia, and
Culture—Ehrlich; Turkey in Europe and Asia (Political Quarterly);
Greek Policy since 1882—Toynbee; North Schleswick under Prussian
Rule, 1864-1914 35c.
- No. XIII. Scandinavia and the War—Bjorkmann; The War through Danish
Eyes—By a Dane; The Southern Slavs—Forbes; Asia and the War—
Duchesne; The War through Canadian Eyes—Peterson 35c.
- No. XVI. The Farmer in War Time—Orwin; British and German Steel
Metallurgy—Arnold; The War and the Cotton Trade—Chapman; The
War and Employment—Bowley; Prices and Earnings in time of War—
Bowley 35c.
- No. XVIII. Select Treaties and Documents to illustrate the Development
of the Modern European States-systems—R. B. Mowat 50c.
- No. 19. The National Principle and the War—Ramsay Muir.....paper, 10c.
- No. 21. The British Dominions and the War—Egerton.....paper, 8c.

No. 22.	India and the War—Trevelyan.....	paper,	4c.
No. 29.	The Navy and the War—Thursfield.....	paper,	10c.
No. 32.	The Germans in Africa—Lewin.....	paper,	10c.
No. 44.	The War and its Economic Aspects—J. W. Ashley.....	paper,	8c.
No. 45.	Food Supplies in War Time—R. H. Raw.....	paper,	8c.
No. 79.	Roumania; Her History and Politics—Mitrany	paper,	15c.
	The Submerged Nationalities of the German Empire—Ernest Barker.....		25c.

Prussian Poland, North Schleswick, and Alsace Lorraine are the nationalities discussed.

Report of the Committee on Alleged German Outrages..	Viscount Bryce, etc., T. Fisher Unwin, London,	8c.
Neutral Nations and the War	Viscount Bryce, The Macmillan Co.,	5c.
Why India is Heart and Soul with Great Britain ...	Basu Bhupendranath, The Macmillan Co.,	5c.
The Economic Strength of Great Britain	Harold Cox, The Macmillan Co.,	5c.
The War in Europe....	Reprint from <i>The Round Table</i> , Sept., 1914.... The Macmillan Co.,	10c.
Germany and the Prussian Spirit....	Reprint from <i>The Round Table</i> , Sept., 1914	The Macmillan Co., 15c.
British and German Ideals, The Meaning of the War....	The War Numbers of <i>The Round Table</i> , Sept., 1914, and Dec., 1914.....	The Macmillan Co., each, 65c.

IV. MAPS

For the West	<i>The Daily Telegraph</i> War Map	No. 4
For the East	" " " " "	No. 5
For the Balkan States	" " " " "	No. 6
For the Italian Campaign	" " " " "	No. 8
For the whole Balkan District, including the Dardanelles	" " " " "	No. 10
For the Dardanelles	" " " " "	No. 12
For the British Front in detail	" " " " "	No. 13

These maps can be obtained from the Students' Book Department, University of Toronto, at 30c. each, postpaid.

IENT, SATURDAY, FEBRUARY

LONDON EDUCATION.

(FROM A CORRESPONDENT.)

The replies on the size of classes, on school buildings, and on secondary schools given by Mr. Trevelyan in the House of Commons last week will encourage local authorities to go forward with urgent work. The present position of the size of classes in London received a good deal of attention at the London County Council this week, when in reply to a number of questions Mr. Wilton Phipps stated that there are no classes under the Council with more than 60 children in average attendance, that the number of classes with more than 50 is 3,700, and that the average size of a class per teacher, including head teachers, fell from 39.9 in 1914 to 38.6 in 1921. The average size of classes in average attendance, as shown recently in Sir Robert Blair's report, has diminished steadily since 1908. In provided schools the figure has gone down from 45.4 in 1908 to 38.5 in 1922, and in non-provided schools from 38.0 in 1908 to 35.9 in 1922. It is worth observing, too, that while the total average attendance in 1908 in Council schools was 505,698, with a teaching staff of 11,136, the average attendance had fallen to 490,876 in 1922, while the teaching establishment had risen to 12,731. The valuable beginning made in the 40 and 48 scheme is reflected in these figures.

The attitude of the new Board of Education towards one or two important proposals of the Education Committee is likely to be tested at an early date. The committee decided last week to proceed with the establishment of a mixed central school on the upper floor of Allfarthing-lane school, Wandsworth, for 200 boys and girls, and at Sandhurst-road, Lewisham, for 300 children, subject to the approval of the Board. The attention of the Board is also to be drawn to the scarcity of residential accommodation for educable mentally defective girls. All the residential schools are full, and there is no prospect of vacancies for some time. There are no fewer than twelve cases for whom admission to institutions is "really urgent," while, says the report, "in addition to these, there are doubtless many other cases in which institutional care would be very desirable."

MATRICULATION SUBJECTS.

NEW EXAMINATION.

The Joint Matriculation Board of the Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham is introducing a new examination for candidates who have been engaged in industry and commerce, and who wish to proceed to a degree course at one of the above universities.

A special examination will be held annually, in July, to meet the cases of candidates who, since leaving school, have been engaged in commerce or industry for a period of at least three years, and who have also, as students, attended systematic day or evening courses of instruction satisfactory to the board for at least a period of three years. The examination will provide a test of capacity at least as high as that of the ordinary matriculation examination. Candidates must supply a statement, satisfactory to the board, giving reasons why a matriculation certificate was not obtained before leaving school, and must have reached the age of 19 on or before June 30 preceding the examination. Successful candidates will be awarded a certificate entitling them to enter a specified faculty of one of the five universities, providing they satisfy any special requirement of the faculty.

Candidates must present themselves for examination in at least four subjects chosen as follows:— (1) English (composition and literature); (2) an approved modern language; (3) one subject of the ordinary matriculation examination; (4) a subject bearing on their commercial or industrial work, such as mechanical engineering, electrical engineering, mining engineering, naval architecture, metallurgy, economics, or accounting. In subjects 1 and 2 a standard equivalent to that of matriculation will be expected; in subject 4 a higher standard will be demanded. Candidates wishing to present other subjects for examination must submit their applications to the board for approval. The last day of entry for the examination to be held in 1924 is May 24. Entry forms and specimen papers in English, history, and French may be obtained on application to the Secretary, 315, Oxford-road, Manchester.

The examination is an endeavour to meet the cases of candidates who either did not attend a secondary school in their youth or left such a school at an early age. Such candidates may, by attendance at evening schools or otherwise, have reached a good standard in their own particular branch of study. Many such candidates should be encouraged to proceed to a university, and would find the ordinary form of the matriculation examination a stumbling-block; at the same time, however, there must be some test of a general secondary education.

ADDRESS REPLY TO

SECRETARY MATRICULATION BOARD
DEPARTMENT OF EDUCATION
TORONTO

PLEASE QUOTE NUMBER AND DATE

UNIVERSITY MATRICULATION BOARD

MATRICULATION EXAMINERS, 1915.

English -

J. F. Macdonald, M.A., Queen's University 2 ✓
W. F. Tambllyn, Ph.D., Western University 1 ✓

History -

W. S. Wallace, M.A., McMaster University 2 ✓

Mathematics -

S. Beatty, M.A., Ph.D., University of Toronto 2 ✓
D. Buchanan, Ph.D., Queen's University 2 ✓
A. T. De Lury, M.A., University of Toronto 1 ✓

Science -

Prof: Clark (112)

F. B. Kenrick, Ph.D., University of Toronto 3 ✓
~~C. A. Chant~~, Ph.D., University of Toronto 3 ✓
R. W. Smith, Ph.D., McMaster University 1 ✓

Classics -

N. W. De Witt, Ph.D., Victoria University 2 ✓
G. O. Smith, M.A., University of Toronto 2 ✓
G. W. Mitchell, M.A., Queen's University 1 ✓

French & German -

J. S. Will, Ph.D., University of Toronto 2 ✓
L. E. Horning, Ph.D., Victoria University 2 ✓
B. F. Swedelius, Ph.D., McMaster University 1 ✓

NOTE:- The figure after each name indicates the number of years that the examiner has served.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 104

JUNIOR MATRICULATION STATISTICS

1 9 1 5

PASS HONOUR AND SCHOLARSHIP

[illegible]

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MATRICULATION STATISTICS FOR 1913, 1914, and 1915.

	<u>1913</u>		<u>1914</u>		<u>1915</u>	
<u>I. June Pass Matriculation</u>						
1. <u>Total No. of candidates</u>		3304		3726		3935
2. No. taking 8 or more papers						
(1) <u>Matric. papers only</u>	1150		1196		1146	
(2) <u>Nor. Ent. & Matric. papers</u>	1557		1810		2071	
3. No. taking fewer than 8 papers.....	597	3304	720	3726	718	3935
4. <u>No. who obtained full Matriculation</u>						
(1) <u>On Matric. papers</u>						
(a) <u>Regular passes</u> ...328		374		355		
(b) <u>On Rules</u> 48	376	46	420	66	421	
(2) <u>On Nor. Ent. & Matric. papers</u>						
(a) <u>Regular passes</u> ...688		582		722		
(b) <u>On Rules</u>184	872	1248 107	689	1109 155	877	1298
(3) <u>Total</u>						
(a) <u>Regular passes</u> ...	1016		956		1077	
(b) <u>On Rules</u>	232	1248	153	1109	281	1298
5. <u>No. who obtained Partial Matriculation</u>						
(1) <u>On Matric. papers</u>						
(a) <u>Regular passes</u> ...255		254		283		
(b) <u>On Rules</u>105	360	82	336	91	374	
(2) <u>On Nor. Ent. & Matric. papers</u>						
(a) <u>Regular passes</u> 291		376		460		
(b) <u>On Rules</u>169	460	820 211	587	923 241	701	1075
6. <u>No. of Appeals</u>		37		50		73
(1) <u>No. obtaining full Matric</u> ...	0		0		1	
(2) <u>No. obtaining Partial Matric.</u>						
(a) <u>On Matric. papers</u>	5		2		7	
(b) <u>On Nor. Ent. & J.M. pps.</u>	1	6	2	4	3	10
(3) <u>No. obtaining standing in subjects</u>		6		8		11
7. <u>No. obtaining Matric. standing</u>						
(1) (a) <u>On Matric. papers</u>	736		758		802	
(b) <u>On N.E. & J.M. papers</u> ...1332	2068		1278	2036	1582	2384
(2) (a) <u>On Regular passes</u>1562			1590		1631	
(b) <u>On Rules</u> 506	2068		446	2036	552	2384
<u>II. September Supplemental Examinations</u>						
1. <u>No. of Centres</u>		39		40		32
2. <u>No. of candidates</u>						
(1) <u>No. taking 8 or more papers</u>	25		30		24	
(2) <u>June P.M's. completing</u>	143		133		225	
(3) <u>Others</u>	159	327	193	356	136	385
3. <u>Successful candidates</u>						
(1) <u>Complete Matriculation</u>						
(a) <u>On Sept. papers only</u>	1		3		0	
(b) <u>On June & Sept. Matric.pps.</u>	31		23		29	
(c) <u>On June N.E. & Sept. pps.</u>	11	43	10	36	36	75
(2) <u>Partial Matriculation</u>	3	46	13	49	10	85
4. <u>No. of Appeals</u>		10		18		15
(1) <u>No. obtaining full Matric</u>	2		0		1	
(2) <u>No. obtaining Partial Matric</u>	0		0		1	
(3) <u>No. obtaining standing in subjects</u> ...	1		4		2	

III. Summary (June & September Pass Junior Matriculation).

	<u>1913</u>	<u>1914</u>	<u>1915</u>
1. No. of candidates taking 8 or more pps.			
(1) Matriculation papers only.....	1175	1226	1170
(2) Nor. Ent. & Matric. papers.....	1557 2732	1810 3036	2071 3241
2. Successful candidates			
(1) Complete Matriculation			
(a) On Matric. papers.....	408 (34.7%)	446 (36.3%)	462 (39.4%)
(b) On Nor. Ent. & Matric.pps.	883 (56.7%)	699 (38.6%)	913 (44%)
	<u>1291</u>	<u>1145</u>	<u>1375</u>
(2) Partial Matriculation			
(a) On Matric. papers.....	363 (30.8%)	351 (28.6%)	391 (33.4%)
(b) On N.E. & Matric. pps.....	460 (29.5%)	589 (32.5%)	704 (34%)
	<u>823</u>	<u>940</u>	<u>1095</u>
(3) Total No. of candidates obtaining standing -			
(a) On Matric. papers.....	771 (65.6%)	797 (65%)	853 (72.7%)
(b) On N.E. & Matric. papers..	1343 (86.2%)	1288 (70.7%)	1617 (78%)
	<u>2114</u>	<u>2085</u>	<u>2470</u>
(4) No. of candidates obtaining standing on rules.....	509 (18.6%)	450 (14.8%)	560 (17.2%)
IV. Scholarship Matriculation -			
No. of candidates.....	112	101	126

HONOUR MATRICULATION

No. of candidates writing on each subject and the results

SUBJECTS	NO.	RESULTS					
		I	II	III	P	F	
English	258	43	60	125	15	15	P - Minimum of 40% F - Failed
History	77	5	5	42	9	16	
Mathematics	356	24	36	92	15	189	
Latin	159	3	10	52	26	68	
Greek	25	2	3	9	0	11	
French	265	44	65	121	7	28	
German	123	24	24	56	11	8	
Physics	113	32	13	38	18	12	
Chemistry	68	40	14	11	3	0	
Biology	45	1	15	16	5	8	

TOTAL NO. OF HONOUR CANDIDATES.....565
 No. who appealed..... 8
 No. of successful appeals..... 4

NO OF CANDIDATES GRANTED STANDING ON COMBINATION OF PASS AND HONOUR PAPERS

1. Complete Pass Matriculation..... 14
 2. Partial Matriculation..... 35

Re number of candidates who obtained Matriculation standing in 1915,
under the Regulation that applies to those who are engaged in some occupation.

ONE SUBJECT

English.....	6
History.....	3
Mathematics.....	6
French.....	5
Science.....	1
German.....	2

TWO SUBJECTS

History & French.....	1
Latin & English.....	2
English & Mathematics.....	1
Latin & French.....	1
English & History.....	4
French & German.....	1

THREE SUBJECTS

Mathematics, Latin, and German.....	1
Latin, English, and German.....	2
English, French, and German.....	3
English, Mathematics, and French.....	1
Mathematics, French, & German.....	2
History, Latin, and French.....	1
History, Mathematics, and French.....	1
History, French, and German.....	1

FOUR SUBJECTS

Mathematics, Science, Latin, and French.....	1
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FIVE SUBJECTS

English, Mathematics, Latin, Fr., & German...	1
English, History, Mathematics, Sc., & French.	1
History, Mathematics, Latin, Fr., & German...	1

No. who have completed their Matriculation.....	5
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WESTERN UNIVERSITY

LONDON
CANADA

PRESIDENT'S OFFICE

November 6, 1915.

President R.A. Falconer, L.L.D.,
University of Toronto,
Toronto, Ont.

Dear President Falconer:

The matter referred to by you in your favor of October 15th with regard to instruction and examination in the History and Geography of the War was taken up at our Faculty meeting yesterday. It was then decided that the Western would be willing to co-operate with the other Universities in recommending to the Matriculation Board that action be taken in the same direction in reference to the Matriculation examination as the Department of Education is already taking in the examinations which they conduct.

Yours very truly,



President.

EEB/JM

PRINCIPAL'S OFFICE

Queen's University,
Kingston, Ont.

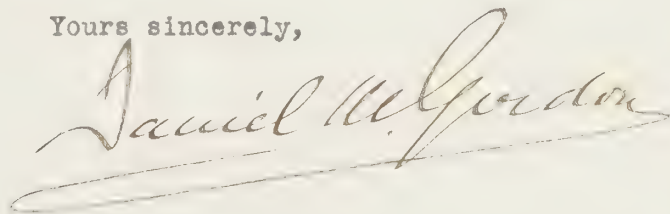
October 18th, 1915.

Dear President Falconer,

I have to acknowledge your favour of the 15th inst., enclosing announcement from the Department of Education with regard to the instruction and examination in History and Geography of the War. Queen's University will be quite willing to join with the University of Toronto in recommending to the Matriculation Board that the Board should accept in this matter the same provision for Matriculation Examinations as is proposed by the Minister for the Departmental Examinations.

Believe me

Yours sincerely,

A handwritten signature in cursive script, reading "Daniel W. Gordon". The signature is written in dark ink and is positioned below the typed name "Daniel W. Gordon".

President Falconer, LL.D.,

The University of Toronto,

Toronto.

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THE CHANCELLOR'S OFFICE
McMASTER UNIVERSITY
TORONTO

October 18th, 1915.

President Falconer,
University of Toronto,
Toronto.

Dear Mr. President:-

McMaster University will join with
you in recommending to the Matriculation Board
action similar to that taken last year with respect
to instruction and examination in the History and
Geography of the War.

Yours truly,

not found

HUNTER & HUNTER
BARRISTERS, SOLICITORS, NOTARIES, ETC.
706-707 TEMPLE BUILDING TELEPHONE MAIN 1573
W. H. HUNTER, B.A. A. T. HUNTER, LL.B.
TORONTO, CANADA.

Sept. 14th, 1915

R. A. Falconer, C.M.G., M.A., L.L.D. etc.,
Chairman University Matriculation Board,
University of Toronto,
Toronto.

Sir, -

I desire to lay before the University Matriculation Board the case of my son Gordon Hunter, with the object of having any necessary allowance made to give him full Junior Matriculation standing.

At the beginning of the examination in June I filed with the Secretary of the Board the certificate of Dr. MacCallum, the oculist in charge of his case, to the effect that with two interruptions of a quarter of an hour each Gordon could use his eyes for an hour and three-quarters only and no more. This of course prevents him from writing a full two and a half hour paper and there must be deficiencies due to impaired vision in what he does manage within the hour and three-quarters..

I also filed the certificate of his headmaster Professor Crawford of the University Schools, that in spite of his handicap at examinations Gordon was qualified for more advanced work and that in the opinion of the headmaster allowance could justly be made in Gordon's case by the examiners at the matriculation.

Without any allowance the examiners found that he had obtained the necessary standing on eight papers and was granted partial matriculation- and required him to complete his matriculation by re-writing the paper in Geometry, Latin

Composition, German Authors and German Composition.

On taking the matter up with Mr. Anglin, of the Board, the papers were referred back to the examiners with the result that it was found he had the necessary standing in ten papers including the Geometry and Latin Composition. He was still required therefore to re-write the papers in German.

In obedience to this ruling he is rewriting the German papers, but as the same disability exists it is probable he will not, unless some allowance is made to him, obtain 60% upon these papers.

The matter, as I am informed, now rests with the Matriculation Board itself, and I request under the circumstances that Gordon be given his full standing as having passed the Jr. Matriculation examination.

It is my purpose pursuant to the advice of the specialist to give Gordon for a year or two such work at Guelph Agricultural College as his vision enables him to take. If his sight is fully restored I wish him to have the opportunity, if he desires it at that time, to begin his course in the University with a view to entering one of the professions. I remain,

Yours very truly,





L. J. C. & M. I.

University of Ottawa,

Ottawa, Canada, February 10, 1915. 191

Pres. R.A. Falconer,
University of Toronto,
Toronto, Ontario.

Dear Sir:-

I beg your kind indulgence for my long delay in answering your favour of December 23rd last. Let me express our appreciation of the efforts you have so generously made toward securing for us representation on the Matriculation Board. But difficulties have arisen in the way of progress. I deferred writing in the hopes that time might remove obstacles in a manner to enable me to present a brighter picture of our immediate projects. Then came the distressing loss we suffered in the death of Father W. J. Murphy. This means a further setback, but, viewing the importance of the issue at stake, we must not complain if it takes longer than expected to bring about arrangements satisfactory to all parties.

It would be preferable, though not essential, that our representative on the Board should be the Prefect of Studies of the English Course. To safeguard both yourselves and us, the representative should at least be chosen from the English Staff. I can make no definite statement at present, but an endeavour will be made to have our Senate approve of any action we shall take in introducing the Provincial Matriculation. The actual acute stage of the bilingual controversy must render progress necessarily



L. J. C. & M. I.

University of Ottawa,

Ottawa, Canada,191

slow. Still I have by no means despaired of a favourable outcome. Our misfortune lies in the fact that our English Staff has lost; in the last few years, several of its members who had seats in the Senate. It is too soon to predict how our plans to improve conditions will work out.

Should any developments occur, in the near future, tending to help things along, I shall hasten to place the facts in your possession, in order that, with outside assistance, further developments may be facilitated. Should nothing favourable occur I shall at any rate be in Toronto in the course of the next few months. With your kind permission I shall be able to talk over the difficulties of the situation with yourself and other interested friends. These difficulties I must confess cannot well be explained on paper.

I regret exceedingly that no better statement than this can be offered you to be presented to the members of the Matriculation Board. These members, I could gather from the tone of your letter, seemed anxious to do something to clear the way and to have the University of Ottawa represented on the Board. I hope they will be favourable to letting our application stand until things shall be finally adjusted as far as we are concerned.

Yours sincerely,

Stephen Murphy, M.A.

Prefect of Studies of the English Course.

The Universities Entrance Board has approved a series of important proposals for students entering the universities by means of the leaving certificate. The ordinance on the subject under this section restricts the board to the alternatives of acceptance or rejection of leaving certificates of certain types, but confers no power to modify or alter the courses of study or the examinations, matters which remain wholly within the jurisdiction of the Department. The scheme approved by the board arranges the subjects of study under four heads—(1) English; (2) mathematics or physical science; (3) a language other than English; (4) history, geography, economics, natural science, art, music. A leaving certificate accepted for university entrance must attest the satisfactory completion of a course in four subjects, which shall include—(1) a subject from (2), one from (3), and the fourth from any of the groups. The standard of pass must be higher grade in three of the subjects, including English, while a lower will be accepted for the remaining subject. A concession is made in the case of Latin, Greek, and mathematics, in which a lower grade pass gained at any period of the pupil's career will be accepted in lieu of the entry on the certificate of the fourth subject. This in effect means that, after the intermediate stage, a pupil who has attained the pass in question may concentrate on three subjects—English and, presumably, a related pair in which he intends to specialize—for example, Latin and Greek, French and German, mathematics and physics, or whatever the particular branch of study may be. If the Department gives its approval to this, it will mean a considerable relief to the schools and a material benefit to many pupils. As the vast majority of entrants, perhaps 80 to 90 per cent., come from schools presenting candidates for the leaving certificate, these proposals represent the normal method of future entrance. The standard in medicine has already been assimilated to that for arts and science, but no doubt the groups of subjects will present considerable divergences of choice, according to the faculty to be entered. In order to become operative, the board's findings must obtain the sanction of at least a majority of the universities.

ment are required, and it seemed unlikely that the Clerical parties would ever be in a position to carry out their policy. On the other hand, the Liberal and Socialist parties (the latter having made considerable progress in the election of June, 1913) wanted a revision of the Constitution for the purpose of introducing universal suffrage, for which they also needed the cooperation of the Clerical coalition. The "Extra Parliamentary" (but in reality Liberal) Ministry of Cort van der Linden found a way out of the deadlock by means of a compromise. It would be unfair to assume that Liberals and Socialists were actuated only by the desire to strike a political bargain. Many people who have no religious sympathies with either of the Clerical parties, and who regret the recrudescence of sectarianism, have come to see that the rigid and jealous State neutralism advocated by Kappeyne as the last word in Liberalism was anti-clerical despotism far removed from real tolerance.

The text of the new education clause in the Constitution clearly shows that it was the result of a compromise. This is how it reads:—

(1) Public education is the object of the assiduous care of the Government.

(2) Teaching is free, except for supervision by the Government, and, moreover, as far as general education, both elementary and secondary, is concerned, except for the testing of the teacher's capacity and morality, as regulated by law.

(3) Public education is regulated by law. The relative convenience of all shall be respected.

(4) In each municipality the authorities shall supply sufficient public general elementary education in a sufficient number of schools. In accordance with rules to be fixed by law, dispensation from this clause may be given, provided that opportunities for receiving such education be given.

(5) The requirements of efficiency to which all education paid for by the public money must conform are regulated by law. Freedom of spirit (*richting*) shall be respected as far as private education is concerned.

(6) These regulations for general elementary